



HISTORY

Syllabus

Grade 9

(To be Implemented from 2018)

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Introduction

History as a discipline with the aim of producing patriotic, strong citizens capable of identifying and protecting the nation's identity in the face of global vicissitudes has been playing an important role as a core subject in the school curriculum since 2007.

Nourishing those objectives further, the curriculum of the subject history was revised in consonance with the education reforms to be effected from 2015. The curriculum of history from grade 6 to 11 was compiled under 23 relevant competencies based on the national common objectives and the related competency levels.

This grade 8 syllabus is a result of this approach. The content of this syllabus scheduled to be implemented from 2017 for grade 8 has been organised under six competencies. It presents for study four themes such as the Possession of the maritime provinces of Sri Lanka by the Dutch, British power in Sri Lanka, Religious and Cultural Revival in Sri Lanka, Indian National movement, Constitutional Reforms in Sri Lanka and the National Independence movement, Sri Lanka since independence.

Term	Unit
I. Term	1 , 2
II. Term	3 , 4
III. Term	5 , 6

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National Goals

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.

(Copied from : National Education Commission Report - 2003)

Basic Competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT Proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line, form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuel, matter, materials and their links with human living , food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, waste and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to Preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity.

- To contribute to economic development.
- To discover their vocational interests and aptitudes,
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood.

(v) Competencies relating to Religion and Ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Pleasure, joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘ Learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Copied from : National Education Commission Report - 2003)

Objectives of Teaching History

It is expected that by following the history curriculum in grades 6-11, the following objective will be achieved.

1. Understanding the changes that have occurred throughout history through an understanding of the historical evolution and trends.
2. Understanding the present and foreseeing the future through the study of history.
3. To be a loyal citizen while safeguarding the national heritage and maintaining national identity.
4. To deal with national problems with a balanced mind.
5. To respect other cultures.
6. Applying to practical life the rational knowledge and discipline brought about through a study of cause and effect, the relationship, the chronology, critical appraisal of sources.
7. To mold one's character on the biographies of important historical persons.
8. To sharpen the ability to face global challenges with an insight into how global and historical trends affect the history of Sri Lanka.
9. Enhancing knowledge about time and space.
10. Identification of sites through historical information.

Relationship Between National Goals and Objectives of Teaching History

National Goals	Objectives of Teaching History	Competency Level
<p>I Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.</p>	<ol style="list-style-type: none"> 1. Understanding the changes that have occurred throughout history through an understanding of the historical evolution and trends. 2. Understanding the present and foreseeing the future through the study of history. 3. To be a loyal citizen while safeguarding the national heritage and maintaining national identity. 	<p>3.1 Points out that the indigenous culture should be protected from the foreign forces</p>
<p>II. Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.</p>	<ol style="list-style-type: none"> 2. Understanding the present and foreseeing the future through the study of history. 	<p>1.1 Examines the Dutch activities in the maritime Provinces</p>
<p>III. Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.</p>	<ol style="list-style-type: none"> 1. Understanding the changes that have occurred throughout history through an understanding of the historical evolution and trends. 2. Understanding the present and foreseeing the future through the study of history. 	<p>5.1 Examines the development of the parliamentary system in Sri Lanka</p>

National Goals	Objectives of Teaching History	Competency Level
VI. Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.	6. Applying to practical life the rational knowledge and discipline brought about through a study of cause and effect, the relationship, the chronology, critical appraisal of sources.	6.1 Describes the political and social development in Sri Lanka since independence
VII. Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.	8. To sharpen the ability to face global challenges with an insight into how global and historical trends affect the history of Sri Lanka.	1.1 Examines the Dutch activities in the maritime Provinces 2.1 Points out how to British rule was stabilized in Sri Lanka 2.2 Examine the economic activities under the British rule
VIII. Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.	7. To mold one's character on the biographies of important historical persons.	4.1 Explain the Indian National Movement

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Competancy	C ompetency Level	Subject Contents	Learning Outcome	No. of Periods
<p>Will act to safe guard the sovereignty of the country by studying the foreign authoity of Sri Lanka</p>	<p>1.1 Examines the Dutch activities in the mari time Provinces</p>	<p>1. Possession of the maritime provinces of Sri Lanka by the Duch</p> <ul style="list-style-type: none"> • Establishment of the Dutch power in the maritime provinces <ul style="list-style-type: none"> - Dutch relation with the Kandyan Kingdom • Administrative, economic, Social and cultural activities of the Dutch 	<ul style="list-style-type: none"> • Discribes how the maritime provinces were captured by the Dutch • Marks the areas under the Dutch on a map • Discribes the Dutch administration in the maritime provinces • Examine the economic, Social and cultural activities of Sri Lanka under the Duch • Points out the new features assimilated to Sri Lankan society from the Dutch rule 	<p style="text-align: center;">08</p>

Competancy	Competency Level	Subject Contents	Learning Outcome	No. of Periods
<p>By studying the foreign authority in Sri Lanka, will act to safeguard the sovereignty of the country</p>	<p>2.1 Points out how to British rule was stabilized in Sri Lanka</p> <p>2.2 Examine the economic activities under the British rule</p>	<p>2. British power in Sri Lanka</p> <ul style="list-style-type: none"> • Arrival of the British in Sri Lanka and establishment of their power <ul style="list-style-type: none"> - Capturing of the maritime provinces - Subjugation of the Kandyan Kingdom in 1815 - Independence struggle of 1818 - Independence struggle of 1848 • Economic Development under the British <ul style="list-style-type: none"> - Plantation - Agriculture - Uplifting the subsistence 	<ul style="list-style-type: none"> • Examines of factors that led to the establishment of the British authority in Sri Lanka • Explains the agitation of the indigenous people and the nature of the agitations • Appreciates the leaders who lead the agitation to protect the sovereignty <ul style="list-style-type: none"> • Explain the expansion of the plantation Agriculture • Describes the subsistence Agriculture under the British • Point out the changes that took place in Sri Lankan economy under the British 	<p>10</p>

Competancy	Competency Level	Subject Contents	Learning Outcome	No. of Periods
Acts in order to protect the Sri Lankan heritage	3.1 Points out that the indigenous culture should be protected from the foreign forces	3. Religious and Cultural Revival in Sri Lanka <ul style="list-style-type: none"> • The Buddhist Revival • The Revival of Hinduism • The Revival of Islam 	<ul style="list-style-type: none"> • Explains the religious and cultural revivals • Shows the activities of national leaders against the foreign forces • Appreciate the leaders who lead the agitation to protect the indigenous culture 	08
Taking in to consideration the regional political trends encourages to protect the sovereignty of the country	4.1 Explain the Indian National movement	4. Indian National movement <ul style="list-style-type: none"> • Background • Moslim League • Agitation movements • Grating of Independence to India 	<ul style="list-style-type: none"> • describes the Indian National movements • Explains the factors that led to the sorcess of the Indian National movemvent • Point out the lessions that can be learned from the Indian National Movement 	10

Competancy	Competency Level	Subject Contents	Learning Outcome	No. of Periods
<p>Contributes to protect the democracy of the country by analysing the expansion of the parliamentary system in Sri Lanka and the contribution made by the local leaders towards this</p>	<p>5.1 Examines the development of the parliamentary system in Sri Lanka</p>	<p>5. Constitutional Reforms in Sri Lanka and the National Independence movement</p> <ul style="list-style-type: none"> • Colebrooke Reforms • Agitation by Sri Lankans for constitutional reforms • Macallum reforms of 1910 • National Congress of 1919 • Constitutional Reforms of 1920, 1924 • Donoughmore Reforms • Soulbury Reforms 	<ul style="list-style-type: none"> • Explain the evolution of the constitutional reforms under the British • Points out the contributions made by the Sri Lankan towards the constitutional reforms • Points out that the Parliamentary system of Sri Lanka as gradual evolution 	<p>10</p>

Competancy	C ompetency Level	Subject Contents	Learning Outcome	No. of Periods
<p>Encourage to use effectively the independence won by us</p>	<p>6.1 Discribes the political and social development in Sri Lanka since independence</p>	<p>6. Sri Lanka since independence</p> <ul style="list-style-type: none"> • The governments that came to power since indepence • Activates of those governments • Constitutional reforms <ul style="list-style-type: none"> - 1972 - 1978 • Economic Development and social welfare activities 	<ul style="list-style-type: none"> • Explaine the political and economic activities of Sri Lanka since independence • Explains the social welfare activities of Sri Lanka since independence • Points out the development programmes of Sri Lanka since independence 	<p>10</p>

School Policies and Programs

The school programs should be designed to meet the requirements essential for assimilating the subject matter included in the history syllabus successfully and effectively. Attention must be focused to enhance the student participation and facilitate gaining experience.

Given are some such school programs proposed. Please consider that the teacher teaching history has the freedom of formulating and designing other policies and programs.

- Establishment of an association of students studying history and facilitate the student to organize discussions, debates, exhibitions and maintain a magazine and a wall paper to enhance knowledge .
- At least once a year a visit can be organized to a place that is of historical importance. It is vital to pre-plan such a visit in order to widen and reinforce the knowledge gained in the classroom.
- Renowned historians would be invited to seminars in the school. It helps students to share the experience with knowledgeable persons.
- Investigations could be carried out about the historical monuments situated in the region and measures can be taken to protect them through school- community programs.
- Programs to visit museums can be arranged to observe and study the paintings, carvings and other artefacts featured in the history lessons.
- Taking information by using Internet for the lessons

Evaluation and Assessment

The Evaluation and Assessment can be identified as two programs with interpersonal relationships that could be implemented in the class room itself in order to achieve and to confirm the achievement of the expected teaching outcomes by the students through the learning and teaching process. The teachers who are engaged in evaluation programs could guide the students in two ways. They are known as “Feed Backs” and “Feed Forward”. When inabilities and weaknesses of the students are identified it is the duty of the teacher to provide “Feed Back” for them to get rid of their problems involved in learning. When their strengths and abilities are identified it is the duty of the teacher to provide “Feed Forwards” to promote them.

For the teaching learning process to be successful it is necessary for the students to recognize the competencies that they have to achieve from the study course and the extent of them that they have achieved’. Therefore the teachers are expected, through evaluation and assessment programs to judge about the levels of competencies achieved by the students. Curriculum submitted to you here constitute a student centered, competency based and activity oriented exposition. The duty expected from the teacher is to direct the students to learn through activities

Five common criteria have been suggested to make assessment and evaluation easy. Out of these criteria the first three have been formulated based on knowledge, skills and attitudes accumulated to build up each competency. The last two criteria should be formulated so as to help the students to build up skills important for their lives.

The teacher should attempt to identify the five changes of behavior in the students related to these criteria while they are involved in activities in the class room and also to strengthen those behaviors at the assessment and qualify them at the evaluation

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